

UDC 378

**THE USE OF EXTENSIVE READING PROGRAM TO DEVELOP STUDENTS'  
EDUCATIONAL AUTONOMY IN EFL LEARNING**

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Educational autonomy today, on the one hand, is an integral characteristic of a successful student, on the other hand, the mechanisms of its formation and development are still insufficiently developed, not clearly recorded in the normative and methodological documents, are not fully implemented in the educational process. A large burden in this regard falls on the teacher, who must organize effective independent work of students, teach them to learn consciously and systematically, taking into account their own learning styles, strategies, inclinations and opportunities.

In the study of foreign languages, independent work is one of the most important components. The forms and methods of such work are enormous at all stages of learning - from learning vocabulary, performing different types of exercises and assignments, to working with authentic materials.

Reading as a type of speech activity, as well as a way of acquiring information, is traditionally taken to independent work. In the domestic methodology of teaching foreign languages, such an element of the program as home reading is an obligatory part of the educational process; it is often a component of educational and methodological complexes for both schools and universities. Extensive reading can also be attributed to the field of home reading, but it is still different from what is traditionally accepted in our country. According to the definition of Western authors, extensive reading is reading for pleasure [1, 191]. This is a completely different approach to the organization of this process, and to its control, evaluation, etc. The student can choose not a text or book imposed by someone, but something that corresponds to his interests, language abilities, needs, desires.

In this article, extensive reading is understood as a program of reading foreign-language text in a variety of forms: fiction, printed text (magazines, newspapers, advertising brochures, Internet

materials, etc.) in accordance with the student's choice according to his interests, needs and opportunities in order to obtain information, as well as to replenish the vocabulary, expand socio-cultural and background knowledge, develop skills of mature and analytical reading, aesthetic and cultural enrichment.

Extensive reading has several advantages over other types of reading. First of all, it develops student autonomy. Reading, by its nature, is an individual activity. A person can read at any time, place and speed convenient for him, as well as interpret and visualize what he reads as he wishes. Secondly, extensive reading makes a conscious contribution to the development of language abilities in the target language, especially in the absence of an accessible language environment. Thirdly, extensive reading develops foreign language competence in general, including such necessary skills as reading, speaking and writing, control over syntax. Fourthly, this type of reading expands the worldview at the expense of the material being read. Any literature has a stock of knowledge that helps students to expand their knowledge of the world, to learn something new. Fifthly, extensive reading expands and consolidates the vocabulary of students through multiple collisions with words. Finally, extensive interpretation creates and develops the motivation to read literature in a foreign language [2, 58].

Unfortunately, extensive reading is not very popular among teachers. There are a number of reasons why extensive reading is difficult to implement:

- 1) Lack of time;
- 2) Costly reading method;
- 3) The inaccessibility of materials for reading;
- 4) Extensive reading is not related to the main curriculum and subsequent exams;
- 5) Lack of understanding of extensive reading;
- 6) The pressure of the authorities on the teachers to follow the curriculum and educational materials.

However, unlike schools, many institutions, both language specialties and non-linguistic ones, practice extensive reading in the framework of the oral language course in a foreign language. This type of activity can be carried out by several methods. In the first case, the students themselves evaluate their language skills and based on this, they choose books to read during the semester and submit reports as they read the books. In the second case, during the school year, students are provided with extensive monthly reading on the choice of literature of various genres, including fiction, journalism, popular science literature, materials from the Internet, and many more.

Most often, students choose fiction, however, for students of non-linguistic specialties and areas of training it is quite challenging to read fiction in the foreign language they are studying, their level of language training is too low to understand the content. In this case, they can be offered adapted fiction. "Adapted literature is a literature adapted for the reader in such a way that it uses only those grammatical constructions and words that will be understood by a specific group of readers..." [3, 28]. Adapted fiction for students of foreign languages is of two types: shortened and simplified. Simplified foreign books for better understanding use simpler vocabulary and simplified grammatical structures for better understanding of the text. Both the works of classical writers (it is very difficult for beginning readers to study classical literature in the original because of the complexity of constructing the language of the times when these works were written) and modern literature (for easier understanding of the general meaning of the text) are translated into adapted language.

Leading global publishers such as "Cambridge University Press", "Pearson", "Macmillan", "Oxford", "Black Cat Cideb" and others have developed a large number of so-called readers (graded readers) - adapted books for reading by levels of proficiency in a foreign language. The choice of genre, level of complexity, additional materials (historical or cultural commentary, information about the author or epoch, etc.), as well as additional tasks (lexical exercises, tasks for reading comprehension, explanatory dictionary, etc.) make these books a great help for language learners.

For many students, the opportunity of such reading is also a great motivating force, since they can choose a reading that is feasible for themselves, get not only language baggage, but also a

sense of their ability to read foreign language literature, which is very important for overcoming the psychological barrier of fear of a foreign language, as well as development of autonomous independent work skills. It is advisable to start using such books for reading from the very elementary level, thus teaching students to read permanently in a foreign language; at more advanced levels, starting with B1 on the international scale, one can begin to introduce non-adapted reading - websites and simple newspaper or magazine articles, and then at higher levels to offer students an authentic extensive reading according to their interests.

As in any other independent work, special attention should be paid to monitoring and controlling the activities of students. Despite the very essence of extensive reading - reading for pleasure, the control of this work should be systematic and planned. Traditionally, reading literature in the process of learning foreign languages is checked in the form of retelling. This type of report can be quite effective, as it will contribute to the formation of both grammar and lexical skills, as well as analysis and interpretation of information. But not always there is enough time in the classroom to listen to all students, while still having to organize the work of other students during the response of another, which is also problematic. Therefore, it is possible to consider alternative forms of control, which do not take much time in class, but require the same, if not bigger amount of student work, as with an oral response in the classroom.

Preparation of a written report (writing a brief summary; writing an advertising announcement of the book; writing one's own opinion on what he/she read in the form of a letter to a friend, review of a work, essay, critical review; writing on behalf of one of the characters of the literary work; drafting a cultural commentary, linguistic study or thematic commentary or glossary; a written comparison of the plot, heroes and others of several works read; a written comparison of the book and the film, etc.). Written assignments will differ depending on the level of proficiency in the language of students, but in any case, the written assignment gives the learner the opportunity to reflect on what he/she has read, to work through vocabulary, to improve writing skills and to analyze the text.

Students can also use information and communications technology (ICT) for reporting (presentation, podcast, creation of graphic files, comics, discussion of text on the forum, blog, in social networks, etc.). Technology Web 2.0., as noted by many authors, form an independent virtual educational environment in which students are active participants [4, 70] [5, 100]. The potential of ICT today allows to organize a huge number of different forms of student work, while often the students themselves can offer some non-standard options for work, because they use the technology at a fairly advanced level.

One of the most interesting tasks for modern students is to prepare a podcast (audio or video) about the plot of the work read. On the one hand, this is the same traditional retelling of the text, but on the other hand, a completely different format and approach. To prepare a retelling, the student will first make a written version of the answer, but will not always work it out orally several times. To shoot a video, a student will still have to train, sometimes even in front of a mirror, sometimes it takes several "shots" to make a better option. Also, students often think over the details of their presentation, the outfit, the background on which the shooting is taking place, additional effects.

Such work attracts students, gives a large field for creativity; many students begin to work in small groups, helping each other with the production of the video or its design. The great incentive for students concerning podcasts is how they submit their work. If they just send the file to the teacher and only the teacher will watch it, not everyone will put maximum effort, but if the task is to post your video on the Youtube portal, where people from all over the planet can watch it, like it, add comments, then the students make maximum efforts, both in design and in the content of their podcast. The same applies to other types of work performed by students; the more likely that others can see their work (on social networks, for example), the more striving to do something at the highest level.

These are just some examples of successful forms of work with extensive reading. In our opinion, for each study group, for each student, the teacher can choose individual tasks that will

bring maximum benefit from reading, but the most important task will be to introduce students to reading a foreign language text, make this activity interesting, relevant, bringing pleasure and benefit, both for learning and expanding the outlook, vision of the world. And the most important thing in this case is to form an autonomous student, who does not need to be supervised by the teacher for what he is doing on his own to obtain the highest educational results.

### **Literature**

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